

Becoming a Trauma- Informed CDF Freedom Schools ® Program

Mrs. Simone French Hall Banks M. Ed LCMHCA PSC



MORE ABOUT YOUR PRESENTER

**SIMONE FRENCH
HALL BANKS
M. Ed LCMHCA PSC**



- **Servant leader intern for level 1-3**
- **Ella Baker Trainer**
- **Middle and high school teacher**
- **School and mental health counselor**
- **Working in the ministry of educating young folx for 15 years, served children in Chicago, Champaign, New Orleans, Baton Rouge, Washington DC, Newark (NJ) and Charlotte**
- **Third generation educator and second generation mental health counselor**

Learning Objectives for today's presentation:

- Participants will be able to define Adverse Childhood Experiences (ACEs)
- Participants will be able to define resiliency
- Participants will be able to identify the ways that trauma manifests in scholars
- Participants will be able to implement ways to build resilience in their scholars during the 2021 *CDF Freedom Schools* Summer



Key Takeaways

- Know how to be trauma-informed and resilience building *CDF Freedom Schools* site
- Know how trauma affects how we see the world, how we respond to the world and how we interact with the world
- Know how consistent, positive, caring relationships can help a scholar build their resiliency



Why is this topic essential?



- **Trauma can't be avoided in our lives, we can however always build up our resiliency**
- **Caring adults who are working with scholars this summer should be trauma-informed and focused on building resilience for children**
- **It will also help the servant leader interns understand why they respond to certain triggers and how to pause and take a beat before their response**



1. Let's define a few key words and concepts

Let's define some of the terms we'll discuss today



Definitions

Trauma- a deeply distressing or disturbing experience

Adverse Childhood Experiences (ACE)- are potentially traumatic events that occur in childhood (0-17 years)

Resilience- the capacity to recover quickly from difficulties; toughness

Socioeconomic status (SES)- is the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation

A lower SES is one factor that could contribute to more traumatic experiences as well as:

- **Substance abuse**
- **Mental health issues**
- **Instability due to parental separation or household members being in jail or prison**

ACEs are linked to chronic health problems, mental illness, and substance misuse in adulthood. ACEs can also negatively impact education and job opportunities. However, ACEs can be prevented.

02:00

2. Adverse Childhood Experience Questionnaire & Resilience Questionnaire

Let's prepare to reflect, dissect and process

ACEs- Mini Process



- Which questions stood out to you?
- Did anyone have a ACEs score more than 4?
 - Do you know someone personally who has more than 4?

What are some connections between trauma and resiliency?

How can we build resilience in our scholars?

3. How do we foster resilient scholars in Freedom school this summer?

How Servant Leader Interns can foster resilient scholars



- Teach social emotional learning
- Promote emotional regulation and coping skills
- Connect with young people through activities and programs with purpose
- Reduce the stigma of asking for help
- Promote movement in the body and the mind

Let's Talk about Neuroplasticity



The ability of the brain to produce chemicals that result in a permanent change in brain function

Ways to improve neuroplasticity:

- **Quality sleep**
- **Keep learning**
- **Consciously reduce stress**
- **Find your purpose**
- **Read**
- **Keep moving**

**How to promote
emotional
regulation as a
Servant Leader
Intern**

**Here's a little counseling
psychology**

**This summer try to help your
scholars in the TFA way
Thoughts-Feelings-Action**

Jamaal is a level 2 scholar who has been in since *CDF Freedom Schools* he was 5, Kenny is also a level 2 scholar and is new to *CDF Freedom Schools* . They both love Harambee and often have battles to see who can get more attention in the midst of Harambee.

One Friday, Kenny was really hype and elbowed Jamaal in his excitement. Jamaal popped him in the face and a tumble ensued.

Other ways to help with emotional regulation

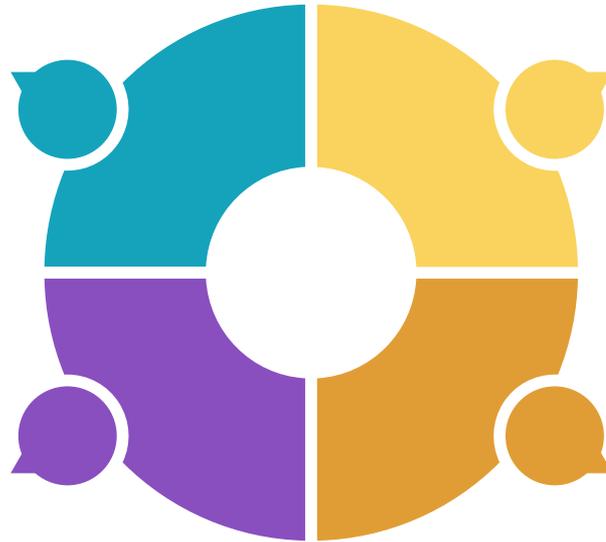
1. Limit the rules. Clarify the boundaries.
2. Use the minimum necessary consequences.
3. Make the consequence “fit the crime”
4. Have clear classroom guidelines and enforce them consistently.
5. Interact with every scholar every day if possible. If not, every week at least.
6. Triage the scholars: 90% of your discipline problems happen from 10% of the kids, know that 10% very well.
7. Be authentic and genuine.
8. Be honest with scholars.
9. Work to build scholars’ inner strengths when possible.
10. Maintain safety and belonging in the classroom

Source -Emotional Poverty-Payne

Knowing Your Scholars: Be aware of scholars' attachment style

Secured and attached
Child's sense of self integrated and secure

Insecure, anxious-avoidant
Child's sense of self is disconnected



Insecure, anxious-ambivalent
Child's sense of self is confused

Disorganized (safe and dangerous)
Child's sense of self is fragmented, unregulated, and unintegrated

Source-Bowlby, Emotional Poverty-Payne

Ways to Promote Emotional Regulation: Creating a Calm Down Corner

- **Comfort-pillows, soft rugs**
- **Auditory-soft sounds, headphones with music, ear mufflers**
- **Sensory-play-doh, sand trays, art and coloring supplies**

Emotional Regulation through movement

Movements that help you get to a FLOW STATE

- Yoga
- Martial Arts
- Swimming
- Biking
- Running

4. Creating your Self-care Plan for the Summer and Emotional Regulation areas for scholars

Believe it or not being trauma-informed and resilience-building includes grown ups too!

**Let's connect, network,
and collaborate!**

Email: simone.f.h.banks@gmail.com

**LinkedIn: Simone Banks M. Ed
LCMHCA PSC**

Instagram: [simonefhbanks](https://www.instagram.com/simonefhbanks)



My husband Chris and our dog Thor